

**Reasons behind using L1 at primary level in English classes
of
Bangladeshi English medium schools**

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Abstract

One of the on-going debates among language teachers especially primary level is whether or not to use students' First language (L1) in foreign language classrooms. In Bangladesh most of the teachers have been using Bangla (L1) in English class for a long time and do not question the reasons behind using it. The study focuses on identifying the reasons of using mother tongue in English class at primary level in Bangladesh. Both quantitative and qualitative methods have been used for data collection and the findings show that teachers use Bangla (L1) where teachers feel the necessity of using it especially while clarifying the meaning, correcting the errors and giving proper instructions. This study attempts to analyse in what circumstances and situations teachers use the first language of students even in the English medium schools. The result of this study will help teachers to know about the reasons of their conscious or unconscious use of L1 use. By knowing the reasons of using first language in foreign language class teachers may modify their classroom management to reduce the frequency for first language use and use mother tongue as an essential tool.

Keywords: English medium students, First Language, Foreign Language, Primary level, Second Language

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List of Abbreviations

EFL- English as a Foreign Language

FL- Foreign Language

L1- First Language

L2- Second Language

MT-Mother Tongue

TL- Target Language

Declaration

I declare that the Dissertation titled “**Reasons behind using L1 at primary level in English classes of Bangladeshi English medium schools**” is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfillment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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Chapter 1: Introduction

One of the on-going debates among language teachers especially primary level is whether or not to use the students' first language (L1) in foreign language (FL) classrooms. In Bangladesh most of the English medium school's language teachers try to use as much as English as possible. But it is claimed that the mother tongue interferes while students are learning a new language. At primary level, students often use their mother-tongue in class. It is common thing experienced by almost all language teachers. Even in English medium schools teachers are sometimes using L1. Some researchers believe that the use of L1 works as a facilitator in L2 or FL classroom and helps to develop TL learning processes. They think it is necessary for all teachers to give their students a comfort zone and allow them to express themselves. On the other hand, some teachers and researchers do not agree on this point, they think excessive use of L1 may hamper the foreign language learning process. However from some recent researches it is known that an occasional use of L1 in classroom can be a useful tool for effective learning. Even in my own English class sometimes I feel the necessity of using Bangla and I become afraid thinking that my students may not understand my lecture in English. There are basically some specific reasons for using mother tongue in English class. Whenever teachers feel the need of using it they use it. The main objective of the research is to find out the reasons behind using L1 (Bangla) in English classes of Bangladeshi English medium schools. I expect this research will be beneficial for those teachers who consciously or unconsciously use mother tongue in English class. They will get the chance to know about the reasons of using L1 and if they want they will avoid using it as in English class English should be the primary priority.

Before going directly into investigating and analyzing the reasons behind teachers' first language use, we will first look at background of the study based on Bangladeshi context. Next we will go through some of the teaching methods that either encouraged or discouraged the use of the first language in classrooms. Then finally we will examine monolingual and bilingual approach of teaching, and how it affected first language use.

1.1 Background:

1.1.1 Bangladeshi Perspective:

Most of the people of Bangladesh speak in Bangla for daily communication. Bangla is the first language of this country. Most of the students get a very little chance to use English outside the classroom. On the other hand, in English medium schools teachers encourage students to use English inside the school premises. Actually there are three kinds of education systems in our country- Bangla medium, English medium and Madrasa system. Bangla medium schools can be divided into two types - government schools and kindergarten schools. In the kindergarten schools more emphasis is given on English language than government schools. Although these schools belong to Bangla medium the students have to study few English books like: *Radiant Way*, *Active English*, *Fundamental English*, *Brighter Grammar* etc. On the other hand in the government schools there is mainly one English book (*English for Today*) which is published by Bangladesh Text Book Board. The English medium schools do not follow Bangladeshi education system and are under the supervision of British Council. The medium of instruction in these schools is English and many of the students of English medium are even very weak in Bangla language. Again, there are two kinds of Madrasa - Dakhil and Kawmi. The Kawmi Madrasa's are not recognized by the government and do not receive any assistance from the government. In these Madrasa's emphasis is given on learning Arabic, Persian, and Urdu, while Bangla and English are neglected. On the other hand, in Dakhil Madrasa's emphasis is mainly given on Arabic and Bangla, English are not so much neglected. Again, the majorities of the English version teachers are from the English Language Teaching (ELT) background and are oriented to modern and diversified teaching techniques. Therefore, if syllabus changes, their method of teaching does not change. Most of the time teachers from English version school use the English language to instruct and communicate with their students. They think that this practice help students to improve their speaking skills. Without listening practice of English language, it is not possible to achieve perfect pronunciation and speaking style. Actually, classroom environment varies from class to class and it depends on the class that how much students understand English. So we can clearly see that the difference in education system in Bangladesh. It is fully based on the difference in the medium of education. But if teachers want they may maximize the use of

mother tongue in English class or use L1 in an effective way. The issue of English language learning in primary section is a very essential phenomenon for Bangladeshi students. At the beginning of learners' education teaching English in a non-English speaking country like Bangladesh needs special care and dynamic methods.

English language is taught at the primary levels in Bangladesh to improve the basic knowledge of foreign language. Children need to learn different reading strategies and techniques at the primary level. Warm up activities, scanning and locating information throughout the text to solve different reading problems play an important role in reading. On the other hand, writing is a learned process and it never ends. For this reason young learners need different types of activities like dialogue writing, paragraph writing etc. Therefore, implementation of proper teaching strategy is very important for young learners. The main objective of teaching English at primary level in Bangladesh is to make their basic English knowledge strong and along with that enable students to understand simple commands, instructions and requests in English and carry them out. For this reason to learn English properly at primary level is necessary for the students. If they understand what their teachers are teaching, they may understand better. That is why, in Bangladesh most of the teachers use Bangla in English class, while explaining meaning or giving grammatical examples. They may find no alternative way to teach English except using L1. But most of the teachers use mother tongue in English class without knowing the reason behind using it. Making English study effective from primary to tertiary levels needs a lot of inputs and resources like trained teachers who can use appropriate teaching strategies, communicative teaching materials, and financial, infra-structural and management facilities. But unfortunately these resources are not equally available for learning English in all the educational institutions of the country.

1.1.2 Methods of Language teaching:

Throughout history, many English language-teaching methods have developed. Some methods were used to encourage using first languages and some were not. One of the first English languages teaching methods that highly encouraged and depended heavily on the use of first language was The Grammar Translation Method. Larsen-Freeman (1986) had given a detailed

description of this method and other teaching methods in her book named *Techniques and Principles in Language Teaching*. She pointed out how the teacher in her class dependent heavily on translations from English to L1. All the vocabulary and texts that were taught during class were instantly translated into the first language. Grammar was taught in a deductive way that means teacher used to give the grammar rules and examples and tell students to memorize them and then ask them to apply rules to other examples. All the communications and interactions between students and teacher were almost entirely in L1. Instructions were given in the first language as well. Students' success was measured depending on how good they were in translating from English to L1. This method had been used for centuries before teachers and educators started to think of using different methods. However, in many countries, teachers still use this method to teach English. I also got teachers at my school who used the Grammar Translation Method. I used to get grammatical examples entirely in Bangla and class participation or discussion was not encouraged by the teacher at all. Classes were entirely teacher centered and the teacher is the authority in the class. We were bound to do as teacher says and the interaction was mostly between teacher and students. As the method encouraged to use first language, students feel attached to first language as a result it came to be looked upon uncommunicative, boring, pointless and irrelevant (Harmer, 2001). In other words, this method was challenged for doing " virtually nothing to enhance students' communication ability in the language" (Brown, 2000, p.16).

Along with the huge spread of the Grammar Translation Method to teach English in many countries, other methods developed. Some of these methods almost banned the use of the first language. Direct Method is of the methods that did not allow students to use their first language. In this method students were taught using different objects e.g. realia or pictures and direct connections between the language and what it implies. The first language was not used at all in the classroom. Teachers give answer to the questions of the students through demonstration not translation and teach to think in target language. In direct method grammar is taught in an inductive way that is examples are presented first and students are asked to figure out the grammar rules from the examples. Other methods such as Audio-Lingualism, Community Language learning and Silent way did not encourage the use of the first language, but allowed first language whenever it was needed to facilitate language learning. These methods encourage

learners' autonomy. The students' role is vital for learning a new language. Self correction is encouraged by these methods and if students are unable to do this teacher provides support. In community language learning the purpose of using mother tongue is to provide a bridge to familiar to the unfamiliar. If necessary, literal first language equivalents are given by the teacher to the target language words. This makes the meanings of those words clear and permits learners to combine the target language words in different ways to create new sentences. In this method teacher provides a secure environment and encourages students' initiative and independence.

Eventually, the total use of English to teach English as a foreign language was propagated throughout the 1970s and 1980s, according to the communicative approaches, the use of L1 was considered as undesirable (Mahmoud, 2006). This trend was enhanced by the cognitive psychology postulation that people acquire FL in a manner similar to the way they acquire their L1. Actually, many language teachers still have reservations about using L1 in L2/ FL classroom, because they think that it limits exposure to the target language and keep students thinking in their first language. Each method is unique and has its own strengths and weaknesses but they are not suited to all situations. A method can be successful if teachers can use it in an appropriate way.

Now a day, the taboo against using L1 in the classroom is breaking down, and the attitude towards using L1 in English class. Now most of the emphasis is given on communication rather than just learning a language. In fact, a relatively new teaching method which deliberately uses L1 in teaching EFL has appeared. It is the New Concurrent Method which requires teachers to balance the use of the L1 and the FL. Here, referring to L1 might be possible in four areas: introducing concepts, reviewing a previous lesson, capturing learners' attention and praising them. Moreover, as research continued, it has been discovered that in addition to negative language transfer, positive transfer also seems to be significant, which means that FL/ L2 learners might benefit from being exposed to the similarities of the two languages.

1.1.3 The Monolingual Approach:

Generally, throughout history there have been several methods some of them encouraged teachers and students to use the first language and some did not allow it. As a result, both teachers and students followed different principles to address this issue. As they did not get opinion on how to address it, has made it even more confusing to the students to either use it or not as they come through different teachers who either encourage or prohibit it.

Thus, two approaches have appeared with regard to using the L1 in EFL teaching: The Monolingual approach and the Bilingual approach.

Many linguists opposed to use L1 in EFL teaching, because they think that it hinders learning. In short the Monolingual approach maintains that the foreign language should be the only medium of communication in the classroom. This approach believes learners need to learn synonymous words in the target language directly and encourages communication in target language. Many educators think that the use of L1 can become habit which is difficult to change later, thus, whenever students face some difficulty in using the target language they will shift to the mother language. As a result, students will be less exposed to the target language. According to Sharma (2006), the rationale for using only the target language in the classroom is that “the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it if they are forced to use it.” (p. 80), the reason behind this approach could be the fear of becoming dependent on L1 in L2 or FL class which may create an obstacle learning second language or foreign language.

1.1.4 The Bilingual Approach:

The monolingual approach had been criticized by some learners, researcher and teachers as they believe that first language can play an important role in second language or foreign language learning. They looked mother tongue as beneficial tool to teach a foreign language. Macaro (2001) argues that it is not only impractical to exclude the L1 from the classroom, but that it is

also likely to deprive learners of an important tool for language learning (p.7). Auerbach (1993) argue that L1 represents a powerful source that can be used to enhance FL learning, but it should be used in a principled way. It can be a bridge to learn unfamiliar words with familiar meaning. If the learners understand the meaning they can learn in an effective way. " Meaningful learning takes place when the learners comprehend the material and can relate it to their present knowledge system." (Chastain, 1971, p.135). According to Mukattash (2003), using L1 in EFL or ESL teaching has been found to " facilitate both teaching and learning, systematize comprehension of EFL structures and items and hence leads to meaningful learning." (p.224). However, teachers should know when and how to use L1. The mother tongue can probably be more beneficial to beginners. Since their English proficiency is very low, they need some support to build up grammar and vocabulary knowledge. So it's better to teach students adapting proper method for getting good output otherwise main aim of teaching may not be found.

1.2 Purpose of the Research:

The focus of this study is to identify the reasons behind using mother tongue (L1) in English classes (L2/ FL) and the advantages of using it. If teachers use mother tongue to represent similarities and dissimilarities between two languages then it might be a great idea to use L1 in L2/ FL class. By using L1 in an appropriate way teachers may enhance target language learning. Primary level teachers may find it beneficial to use some L1 to explain difficult meaning. This study aims to answer the following questions:

1.3 Research questions:

- 1) What are the reasons behind using L1 at the primary level in L2/ FL classroom?
 - I. Why do teachers use L1 and in what circumstances?
 - II. What are the attitudes of teachers towards using L1 in the class?
 - III. What is Ss opinion about using L1 in L2/FL class by teachers?
 - IV. What advantages and disadvantages are there to use L1 in the class?

1.4 Significance of the study:

Although teachers are using L1 frequently in English class, especially while teaching primary students, they do not know the exact reason of using it. If they know the reasons, they may use L1 as an effective tool for teaching L2/ FL. However this paper may give the language teachers an insight into the reasons of using L1 in English class and how can it be a beneficial tool for learning foreign language.

2. Thesis Outline:

The thesis consists of the following chapters:

Chapter One provides a brief outlines about the research and the thesis, including the background of the topic, the specific research problem, and associated research questions and objectives of the study; and lastly, the significance of the research.

Chapter two explores the relevant material from the extensive bodies of literature on use of L1 in EFL classes to determine the significance of the study.

Chapter Three outlines the research methods for this study by combining both qualitative and quantitative techniques. It provides a brief description of selection of the study areas, the data collection method and analysis.

Chapter Four reports on the results of the study. It explains in detail the analysis of the findings collected from questionnaire, class room observations, and description of the view of students and teachers about using mother tongue in English class.

Chapter Five contains summary, limitations and recommendations of the study.

Chapter 2: Literature review

Whether teachers should use L1 (native language) in second language/foreign language classroom or not is an ongoing debate among language teachers. Cook (2001) reminded language teachers by saying that they want it or not native language is always present in the minds of L2 learners (p. 403). Many teachers have been using first language in Second language classes without knowing the reason behind using it. They also don't know L1 can be an effective tool to teach second or foreign language. Although the use of L1 may hinder L2/FL learning but it may contain several advantages too.

This chapter will be organized into three main parts. In the first section, the researcher will review some key issues regarding the reason behind using mother tongue in FL class. In the second section, the researcher will be discussing about the advantages of using mother tongue in FL/L2 class. The third section will look at the disadvantages of using mother tongue in EFL classes. At the end, the justification for using L1 in L2/FL classroom will be discussed.

2.1 Reasons behinds using L1 in L2/ FL classes:

Although teachers try their best to separate L1 and L2 but students always try to make a connection between two languages. Consciously or unconsciously L1 always comes to their mind. In general, some teachers feel that it is necessary to start an L2 class through L1. They think mother tongue can be a useful tool to give students a sense of security because insufficient language proficiency may create nervousness among students in the foreign language class. Students learn a new language non-defensively when they feel secure. Through L1 teachers can create connection with students which can help the teacher to fulfill the aim of the lesson. If students are comfortable in the class, it is easier to make them involve in various class activities. Rapport is also a means for establishing empathy with their students. Building a good relationship with the students is very important to keep them open to the learning process. To let students use their mother tongue is a humanistic approach in that it permits them to say what

they want. “Starting with the L1 gives a sense of security and validates the learner’s lived experiences, allowing them to express themselves. The learner is then willing to experiment and take risks with English.” (Schweers, 1999, p.6). During anxious moments, L1 can be a valuable source to relax students. Students’ security can be provided in a number of ways e.g. allowing them L1, telling students precisely what they will be doing during the class, giving proper amount of language input etc. So students’ security can be easily enhanced by using mother tongue at the beginning of the class. According to Krashen (1985) there is an emotional barrier which prevents learners to receive any kind of input from the environment. This emotional barrier may be caused by negative attitude towards language, lack of motivation or just negative emotional/ physical states e.g. stress. The use of mother tongue may assist students in reducing affective barriers and increasing their confidence to comprehend the target language successfully. So if the learner is stress free his lowered affective filter may lead to a successful language acquisition.

Weschler (1997) asserts that suppressing students’ natural tendency to use their L1 only adds to the counter-productive tension already existed in the class and raises the affective filter of the students that much higher. L1 strategies are efficient in terms of time spent explaining. This is certainly the reason most commonly given by teachers who advocate L1 use in the classroom. But Duff (1989) says, mother tongue should be used to provoke discussion and speculation, to develop clarity and flexibility of thinking, and to help us increase our own and our students’ awareness of the inevitable interaction between the mother tongue and the target language that occurs during any type of language acquisition. Again, it has been observed by Liao (2006) that if the students are asked to discuss something only in target language, most of them remain silent due to their lack of English proficiency or nervousness. On the other hand, when both L1 and TL are allowed for discussions, there is more meaningful communication and participation. The communication sustains longer too.

Therefore, the use of L1 results in an increased willingness by students to communicate verbally and express their ideas (Akiston, 1987; Auerbach 1993). It may not be true that it is always necessary to use the first language in the English class. If teachers feel the necessity of it, they must use it; but there should be a balance between use of the two languages. Teachers should

not use L1 to rescue themselves because they are not prepared for the class. Teacher should know the appropriate use of mother tongue. While arguing for the option of using L1 in the classroom, most researchers have at the same time cautioned against the overuse of L1. According to Cole (1998), teachers will find for themselves when L1 is genuinely needed and beneficial. By regularly considering when and how to use L1, and the circumstances under which it will facilitate student learning without making it an onerous experience, teachers can provide a safe and stimulating environment for language learning (p.95).“Teachers should use English where possible and L1 where necessary” (Atkinson 1987, p. 243). It is important for teachers to keep in mind that students should not over-rely on L1. There are some situations when L1 can be used. Auerbach (1993) suggested the following possible occasions for using the first language: negotiation of the syllabus and the lesson, record keeping, classroom management, scene setting, language analysis, presentation of rules governing grammar, phonology, morphology, and spelling; discussion of cross-cultural issues; instructions or prompts; explanation of errors; and assessment of comprehension. According to Harbord (1992) there are three reasons for using L1 in the classroom. They are: facilitating communication, facilitating teacher-student relationships, and facilitating the learning of L2 (p.354). Sometimes Students can use it for cooperative learning with fellow classmates. While completing the task if students cannot find proper English words they can drop target language for a moment. So there are numbers of ways where teachers can positively use first language to teach second language or foreign language. Perhaps judicious use of L1 can save a lot of time and confusion.

2.2 Advantages of using L1 in L2/FL classrooms:

For primary level English medium students before banning the mother tongue in English class if teachers consider the native language as a tool like mimes, images, videos, etc. It can be beneficial resource for effective L2/ FL learning. Mouhanna (2009) found that lower level students have a higher demand for L1 use indicating that a sensible incorporation of this pedagogical tool for learning at the lower levels is very helpful. If the meanings are clear to the student they can easily use and remember them. According to Atkinson (1987) in some cases if there is a need for comprehension check translation can still be used. He refers to the translation of longer passages as “presentation and reinforcement of language”, he thinks when students

translate from their mother tongue into English, they can focus on accuracy and notice the key structural differences between the two texts, thus helping to avoid negative transfer. If they know the structural difference they may understand the concept more quickly. Wills (1981) says about the scope of using L1: there are times when it is preferable and more economical as far as time is concerned to drop English for a few seconds. It may not be harmful for students to drop target language for a moment. When teachers prefer to use L1 they may use it in an economical way, for example, to explain the meaning or to use of a new word, to explain the aims of your lesson, as a check of your students' understanding, and to discuss the main ideas after a reading (p. xiv). A teacher can use students' previous L1 learning experience to increase their understanding of L2. For example, if students understand the concept of a noun, it is much simpler to translate the word "noun" than to describe it in TL. Cook (2001) argues that L1 should be used for grammar instruction because lower proficiency students possess limited linguistic information. Students are often want to know exactly what a new grammatical structure or lexical item means in the first language. So L1 can provide an easy association between L1 and TL knowledge in students' mind. As a result they may be able to easily understand the grammar rules of TL.

Again Weschler (1997) suggests using L1 for warm-up brainstorming. If teacher starts with L1, students get a sense of security. So warm-up activities can be done by using students' mother tongue. Again abstract words or expressions are difficult to explain (or demonstrate using Total Physical Response) in L2 are better translated. Even for advanced level students, there is much less tendency to "fall back" upon L1 and translation may save time. Sometimes teachers can save time by using L1 translation and use the time for other activities related to TL learning. Mukattash (2003) holds the same view that translation can be used as a teaching technique particularly in those areas where there is marked discrepancy between L1 and EFL system. He adds that translation can also be used in explicating English structures that are likely to be confused with each other, as well as disambiguating certain occurrences of ambiguous sentences. Translation may clear the confusion between target language and mother tongue. He underscores how translation at times can facilitate students to more readily think in English for communicative and other work. Sometimes discussion in L1 of lesson aims and areas of difficulty can motivate students. If learners understand everything they will be more willing to participate in the class and take part in various activities in the class. Again, it is said the more we

know about a word, the easier it is for us to retrieve it. If students have a clear idea about the words they can easily remember those words. In English class it is recommended to explain activity in TL.

However, some scholars (Willis, 1981; Weschler, 1997) feel that using L1 to give instructions for complicated tasks, particularly to lower-level students, is a justified use. The instructors may give the instructions in TL and ask students to repeat them in L1 in order to check that everyone fully understands about their tasks or not. If they do not know how to do the task they will be unable to finish it and the aim of the class will not be fulfilled. So it can be said that L1 serves a “supportive and facilitating role in the classroom” (Tang, 2002) and a little L1 in foreign language class may make tasks more enjoyable and effective. I believe that in teaching kids a little of the L1 goes a long way, particularly primary school kids. In this situation we are typically teaching students who have a very little knowledge of the foreign language. We suppose to teach all aspects of the language, grammar, vocabulary, listening, and speaking. By utilizing the child's full knowledge, which of course includes his or her understanding of the L1, teachers can improve the learning process.

2.3 Disadvantages of using L1 in L2/FL classes:

Again some of the researchers believe that L1 should be avoided in L2 class. Ellis (1984) claims that more language acquisition will take place if learners do not depend on their L1, or if they do not translate. Frequent use of mother tongue in foreign language class may create dependency on using it which can be an obstacle to learn target language in an appropriate way. Many linguists insisted that the target language be used for all purposes in the classroom, even when the reasons for using it remained unclear (Hawks, 2001, p.47). Students need as much exposure as possible to the second or target language in order to acquire it. That requires them to use the L2/ TL as much as possible. Target language acquisition depends on exposure, the more learners exposed to a language the better they will acquire it. Krashen encouraged language teachers’ maximum exposure to the target language. He stated that all the lesson or as much as possible should be in L2 (English in our case), and that there was a definite relationship between comprehensible input in L2 and proficiency (Krashen, 1985, p.14). If teacher provides comprehensible input students

may learn better. It may not always a good decision to use L1 in FL class. Atkinson (1987) suggests that L1 should be used no more than five percent of the time in the foreign language or second language classroom. Others such as Lewis and Hill (1992) agreed and said that the language being studied should be the mode of communication in the lesson. That means the L2 lesson should be taught in L2, in order to maximize exposure, and thereby learning, is perhaps the key concept which monolingual supporters have based their approach on. Many ELT professionals maintain that too, much L1 use might deprive learners of valuable input in TL. They encouraged thinking in English rather than translating it into L1 and remembering it. Balanced and sensible use of mother tongue may increase the chance to acquire the target language quickly. According to Sharma (2006), the rationale for using only the TL in the classroom is that “the more students are exposed to English, the more quickly they will learn; as they hear and use English, they will internalize it to begin to think in English; the only way they will learn it is if they are forced to use it”. Cook (2001) mentions that students do not benefit when teachers over-rely on using their students’ mother tongue, particularly when the EFL teacher is the sole linguistic model and main source of FL input. Classroom situations can create various experiences for students such as real life situations through simulations (McDonald, 1993); if the teacher uses the MT to a great extent, students may lose the chance to benefit from these situations. Overuse of L1 may deprive them to think in target language. The three assumptions of the monolingual principle in FL teaching as reflected in Howat’s (1984) *A History of English Language Teaching* are: (a) FL teaching should be done exclusively in the FL; (b) translation between the MT and the FL should be avoided; and(c) in bilingual programs, the two languages should be kept separate. So overuse of L1 may hinder the target language learning and create dependency on mother tongue and in EFL class teacher should give more priority TL rather than L1.

"Many researchers now believe that the search for a ‘best method’ is a futile effort (Lewis, 1993, p.189), because there is no specific method to teach a new language. Teachers need to choose effective techniques and methods which can be beneficial for students. Many methods have their place, and many techniques have their place, depending on the different circumstances of the teaching environment. It depends on the teacher how he/she id using teaching tools or techniques in an effective way. By excluding the students’ L1, we are severely limiting the number of

methods and techniques available to teachers."(Miles, 2004). Miles (2004) said "recently, some researchers and teachers have begun to advocate a more bilingual approach to teaching, which would incorporate the students' L1 as a learning tool (p.45). This tool can be a great source of enhancing the target language learning progress. Others have even gone as far as saying the use of L1 in the classroom is necessary (Schweers, 1999, p.6). If a foreign language learner can relate new examples with his past experience, it will be very beneficial to use a little L1. If they understand the examples they may remember it for a long time and use the examples whenever necessary. Macaro (2001) also points out that the bilingual/bicultural teacher is in a privileged position to enrich the process of learning by using the mother tongue as a resource, and by using the culture which the mother tongue embodies they can facilitate the progress of their students towards the other tongue, the other culture. Using mother in a foreign language class is a great source of showing respect to the learners' culture. Thus they will be encouraged to respect other culture too. It is equally important to take into account the learners' past experience and prior knowledge of the world. So, according to me before we think about banning or using L1 in the classroom, we should think about using it in an effective way. It can be another resource which is available to help learners understand what is being said in L2. Just like any other resource we use such as images, mimes, drawings, songs, videos, limericks and this resource can be used poorly or effectively. Just as we're trying to keep up with all the new technological advances in order to teach people who are more and more dependent on technology, we should stop a while and reflect on how to properly use L1 in the classroom.

Chapter 3: Research Design

The data collection and analysis by using the questionnaire survey, interview and classroom observation took a number of steps. The first step was to select the study area. The next step was to prepare survey tools that would help answer the study questions and fulfill the purpose of the study. The last step was to plan the steps to analyze the collected data from the participants using the questionnaire survey, interviews and classroom observations. In order to reach the stage of data analysis, it was the first necessity to identify participants for the current study. After that, the tools for data collection were created. After collecting data a detailed analysis was conducted. The following pages detail that procedure.

3.1 Research area:

The research was confined to Dhaka city.

- a) English medium Students (Primary Level)
- b) Teachers

3.2 Participants:

The research was carried out among two groups of participants- the students and the teachers. Sixty students from three different English medium schools were participated in questionnaire survey and fifteen students were participated in interview. The researcher also took interview of five teachers who teach at different English medium schools. All the teachers are Masters degree holders in English Literature and ELT. They have teaching experience from two to ten years.

3.3 Data collection tools:

The researcher collected data through questionnaire (for students), interviews (students and teachers) and classroom observations. Questionnaires are very popular and common means of

data collection. It is easy to collect data by using questionnaire because it is less time consuming. The points discussed in questionnaire survey for students provided information for both quantitative and qualitative discussion. On the other hand, conducting interviews is the oldest method of collecting data in research. With face-to-face interviews, both interviewer and interviewees need to pay attention to the questions to answer them appropriately. In written survey participants may not respond to few questions that do not happen in face-to-face interviews. The points discussed in the interviews provide information for the qualitative discussion of the study. They provided the points of view of the participants (students and teachers) and provided more details about the use of L1 in English classrooms. Again, classroom observation is quantitative method of measuring classroom behaviors. After observing classes the researcher got clear pictures of using L1 in FL classrooms.

3.3.1 Questionnaire: A questionnaire was designed for students which consist of four multiple-choice questions and one open ended question (see Appendix: A for the questionnaire). The researcher intentionally prepared a small questionnaire because the participants are kids if they see a big questionnaire they may not feel the interest to participate in this survey. It was easy to make them understand about the questions as there were not more than five questions. The questionnaire was distributed among sixty students from three different English medium schools to collect the data about their view of using Bangla by teachers in English classroom. All participants got clear instructions on how to complete the survey, they came to know that the study was not a test, there were no right or wrong answers and their responses would be kept confidentially.

3.3.2 Interview of the teachers: The researcher asked six questions to the teachers (see the Appendix: B for the interview questions) and each interview took 20 to 30 minutes. The questions were prepared to get a clear idea from the teachers about using L1 in Foreign Language classroom with young learners. They were asked whether they use only English in English class or use Bangla too. The questions were prepared in such a way where the researcher can know the reasons and necessity of using Bangla in English class. The teachers were not forced to provide information. The researcher took the interview of those teachers who showed interest about the topic and were interested to express their feelings about it. Teachers were informed that they are free to stop the interview at any time or to not answer any question.

3.3.3 Interview of the students: The researcher asked six questions (see Appendix: B for the interview questions) to the students to know their perception about using Bangla in English class. They were not forced to answer the questions rather researcher taken interview of those students who were willing to provide information. Students were free to stop the interview at any time or to not answer any question. Each interview of the student was 30 to 40 minutes long. Before taking the interview the researcher took permission from the school authority and ensured the responses will only be used for research purposes only.

3.3.4 Class observation: The researcher visited three different English medium schools to observe classes and the research consisted 240 minutes sample from six classes. Observation checklist (see Appendix: C for observation checklist) was used by the researcher to get an overall idea about Primary level English classes of Bangladeshi English medium school. In observation checklist researcher included some specific things such as: content of the class, skills those are emphasized by the teachers, materials used by the teachers, Percentage of using Bangla and English, interactions, process of error corrections etc. Again, there was also an open ended question to comment strengths and weaknesses of the teacher. Moreover for each section there was a box to write specific comment about the teachers.

3.4 Procedure of data analysis:

The data in this research were divided into different categories in order to answer the questions. The responses to the questionnaires for the students were sorted manually. Both quantitative and quantitative data were collected from questionnaire and analyzed by using MS Excel 2007.

The classroom recordings and interviews (students and teachers) were manually noted down both in Bangla and English. Later all the information are translated and transcribed by the researcher.

3.5 Ethical consideration:

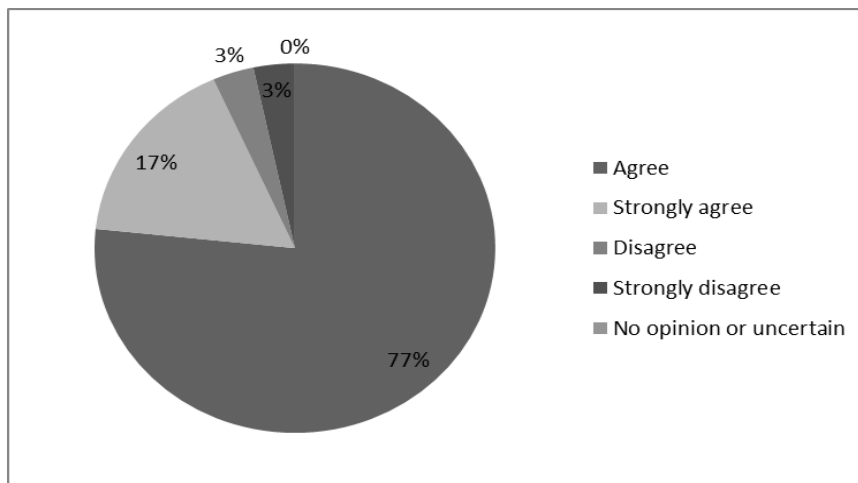
To ensure ethical standards every possible step was taken in completing the study. No one was forced to provide information. The research objectives were clearly explained to the respondent before data collection. Only those who were willing to provide information were interviewed. The researcher did not collect data from those who denied or show any kind of disinterest in providing information. Thus, verbal consent of the respondents was taken before collecting data. The researcher was highly committed to the respondents to keep the privacy of their information.

Chapter 4: Analysis and Results

The students and teachers answer to the questionnaire and interviews were different according to their own personal views. This results and discussion section attempts to answer the questions of the study and discuss factors that might relate to the participants answer to the questions collected through questionnaire, interviews and class observations.

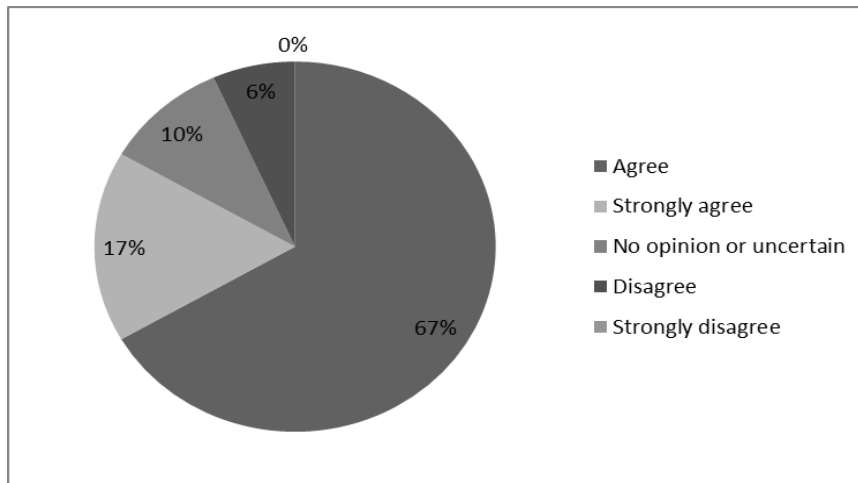
4.1 Analysis of student's information from the questionnaire: A questionnaire was distributed among sixty students and the multiple questions have analyzed by the researcher through pie chart. The results can be seen below:

Figure: 1 L1 should be used in classroom.



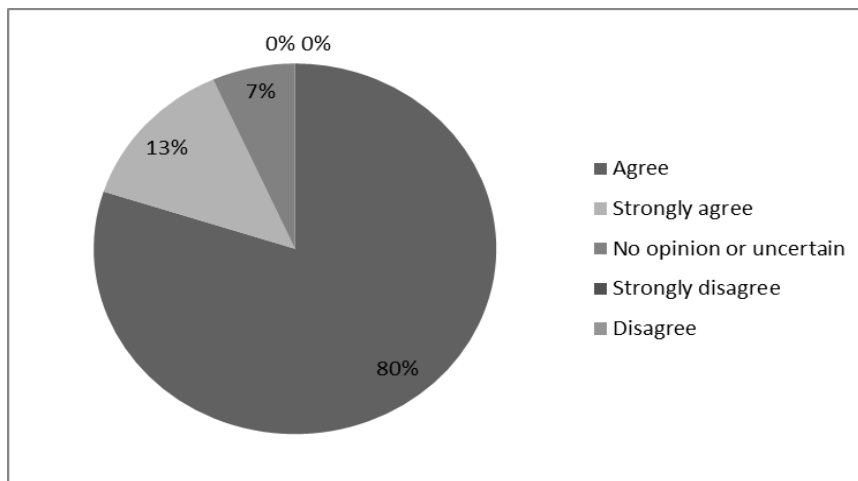
Whether Bangla (L1) should be used in English classroom or not: From the figure: 1 it can be seen that a high percentage (94%) of the student participants in the study felt that L1 (Bangla) should be used in their English class. They have a positive attitude toward the use of L1 in English class. Very few of them (6%) said L1 should not be used in English classroom.

Figure: 2 If my instructor uses L1 I feel comfortable.



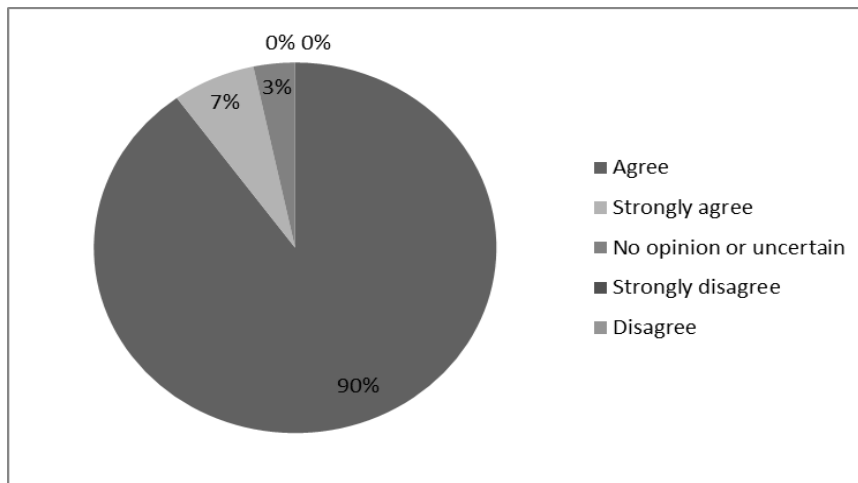
Students feel comfortable if teacher uses Bangla in the class: Approximately 84% (see figure: 2) of the students responded that they feel comfortable if their teachers use L1 (Bangla) in the classroom. Only 6% of them think L1 does not make them comfortable in the class.

Figure: 3 L1 helps me to learn better English.



Bangla (L1) helps students to learn better English: In figure: 3 a very noticeable percentage (93%) of students claimed that L1 (Bangla) helps them to learn better English. No one (0%) among them has disagreed on this point that L1 helps them to learn better English.

Figure: 4 L1 helps me to understand instructions clearly.



Bangla helps students to understand the instructions clearly: Figure: 4 shows that students responded higher (97%) when they were asked whether L1 (Bangla) is useful for understanding the meaning clearly or not. 3% students did not give any opinion and no one has disagreed on that question.

In the open ended question, students were also asked when they think it is appropriate to use L1 and why they think it is necessary to use Bangla (L1) in English class. Most of the students mentioned, it is necessary to use some L1 in the class because L1 facilitates in FL learning. If the teacher uses their mother tongue in the class, they feel more comfortable and secure. Again they said L1 help them to understand new vocabulary items, instructions and the errors. If they understand critical grammar rules they can learn better. Therefore they said it is easy for them to talk about problems in L1 and to give answers to the questions of the teacher. Moreover they think they will be benefited if teacher uses Bangla while discussing something which is difficult for them to understand. If the teacher does so they can get a clear idea about the content. They also suggested too much L1 in English class is not good because it may hinder their FL learning and may make them dependable on L1. So they think the teacher should use the native language according to specific needs of the learners.

4.2 Analysis of students' interview:

While taking the interview fifteen students from three different English medium schools were asked by the researcher, why they want his/her teacher to speak in Bangla in English class. Almost everyone said they feel comfortable when their teacher uses Bangla in the class. They also said, if their teacher gives Bangla examples while explaining difficult meaning or giving some examples, they learn better. This is because they can understand everything. If the meanings are clear and if they can relate the examples with practical examples described by their own language, their learning capability improve. They also said it is easier for them to remember words described in L1. It indicates L1 assists learners in retaining new vocabulary items.

Among fifteen students, six of them said they don't like Bangla in their English class. As they are very young learners they could not give proper explanation for this answer but as per my assumption I think they want English in English class because they think if they listen to English all the time their English will be improved. They also said their parents encourage them to talk in English in school and also at home.

Most of them think Bangla is a helpful tool to learn better English. They again said if they understand everything they will automatically learn English. They said when their teacher starts class by using L1 they feel less stressed.

Some of them (5 among 15 students) said too much Bangla in the English class is not good for them. It will make them dependent on the language. They find it beneficial when teacher corrects their mistakes in Bangla but they want their teacher to use synonyms for clarifying difficult meaning.

Almost ten students said they prefer to ask question in Bangla rather than English because while asking questions most of them cannot find proper English words to express their problems.

In addition some students said they want their teacher to use both Bangla and English. They expect they will get the class instructions in L1 rather than FL.

So, allowing L1 to clarify instructions and confusing points may decrease the stress of students and help them perform with more accuracy on the tasks assigned by the teacher.

4.3 Analysis of teachers' interview:

In this study, the researcher asked five teachers from different schools the question how many languages they use in the English class. All of them told me they try to use only English in the class but sometimes they can't totally avoid L1 in English class. Again some of them think L1 helps the students to learn better English because their students seem more confident when they understand everything. According to them with the beginners especially kids to explain meaning and to teach grammar in L1 is almost inevitable. All most all of them said, they use L1 (Bangla) when it is absolutely necessary for them e.g. While explaining a difficult word, teaching abstract topics (grammar), managing the class, giving instruction, correcting the errors and most importantly giving students a sense of security. Almost all the teachers believe the use of students' L1 to support FL acquisition is appropriate but teachers must not use L1 because they are not prepared for the class. Moreover some of them said that L1 is a useful tool like other tools such as: demonstration, picture or diagram, real object etc but over use of L1 may work as an obstacle for the learners. They also said with appropriate techniques and a nurturing atmosphere, students can feel comfortable in FL from the first class. So almost all teaches agreed that L1 has an important role in L2/ FL Classroom. They said while cautious use of L1 may faster the learning process, switching to students' mother tongue should certainly be limited.

Additionally, when I asked (informally) them which methods they use inside the class. Most of them do not know about the teaching methods, two of them were from ELT background and they knew about the methods of teaching but said due to lack of time and without the permission of school authority they cannot use them in the class.

4.4 Class observation:

I recorded the classes of six different teachers. Most of them used English inside the class (almost 75%). But while explaining a meaning they had to use some L1(approximately 40%), e.g. in one class one student asked the teacher the meaning of ‘Honesty’ the teacher tried to explain the word in English but the student did not understand. So, the teacher had to use L1 to explain the word and he also gave an example in English. As a result the student could relate the Bangla meaning with the English sentence and was able to understand the specific meaning clearly. So here I have noticed the teacher tried to use TL but as the students know very little English he could not avoid using Bangla. Again in another class, a teacher used L1 very carefully e.g. after explaining the task while rechecking the concept she noticed some of the students did not understand the instruction, she then elicited the instruction from one of the students and the student used L1 to explain the task. She tactfully avoided the use of L1. In fact, sometimes if teacher wish he or she can avoid using L1. In some of the classes I found that the teachers were using Bangla (L1) while teaching grammar and giving examples. For example: while explaining Parts of Speech or Modal Verbs, some teachers gave the example in L1 (Bangla) so that the student could understand the content clearly. Teachers also corrected student’s error mostly in Bangla and gave example in both languages. The classes where the teacher used and allowed L1 students seemed more participatory and enthusiastic about asking questions. Moreover most of the teachers used some Bangla (L1) in class to clarify the instructions; how to do a task, how much time they will get to do it, how to do the homework etc. In the classes where the teacher (two among six classes observed by the researcher) used fully English, student seemed less active and participation was little. They seemed rigid and afraid of asking questions. Again some of the students were talking secretly in Bangla which the teacher did not notice. So teacher allow them or not they were using L1 because of their very limited knowledge of target language.

While observing the class I also noticed that teachers were not using any specific methods, most of the interactions were between teachers and students. Teachers used specific books given by school authority, no authentic materials were used. But teachers gave real life examples which students may find useful. Again no other teaching aids like projector, computer, microphone or

recorder were used except the white board and black marker pens. Therefore teachers gave feedback both in L1 and English. Most of them ended the class by appreciating students' participation and attention. They used motivating words such as: *very good, excellent, well done* etc. I find those words very effective because students seemed motivated and happy after getting appreciation from their teacher and they were spontaneously participating in class discussion. Positive reinforcement worked here to enhance learning the target language.

4.5 Major findings:

The overall positive comments from students and teachers showed their recognition of the significant contribution of mother tongue towards learning English. From comments of teachers, students' response, data analysis and class observation it can be gathered that, in Bangladesh for primary level English medium students' occasional use of L1 (Bangla) is useful. For the beginners L1 can be a beneficial tool to be used by the teachers. Teachers often use L1 while explaining difficult words, simplifying grammar rules, correcting errors and giving instructions. As a result L1 saves time and helps to understand the content better. L1 also help teachers to build rapport with students and gives the students a sense of security. Communication is very important for learning a new language. With elementary level students it is very difficult for the English teacher to communicate as they have very limited word stock. Thus L1 encourages students to communicate with teacher. Therefore in the light of this survey it can also be suggested that there must be a balanced use between L1 and FL, whenever teacher feels the FL task is beyond the capabilities of students, a little amount of L1 can be a useful device to overcome the obstacles. If the learners can understand their task and instruction they may feel more secure which will give them the confidence to learn better English. When the students prohibited from speaking mother tongue in the classroom, especially during free time, the students may become timid and afraid to say anything, even in English. On the other hand it may harmful for student's motivation if the teacher uses Bengla in whole the class, it may lower their interest about learning the target language, make them more dependent on L1, make them unable to think in English and hinder their learning. From the study it has also found that if the teacher gives instruction in L1 students can understand better and follow the class more easily. They can

also communicate with the teacher easily, give response if they cannot answer in English, and ask questions in L1 when they need clarification. This reveals that the mother tongue can work as linguistic ‘scaffold’ for these students who cannot accomplish tasks alone. So, teachers should allow students to use L1 where it helps students to increase their performance in English. As sensible use of L1 can enhance effective language acquisition, the judicious use of the mother tongue as a teaching tool can be advisable.

Chapter 5: Conclusions

While teaching English most of the teachers feels the necessity of using first language but they do not know the reasons behind using it and how much they should use it. Many teachers who participated in this study believe that, the use of L1 is unavoidable at primary levels in Bangladeshi English medium schools. Before the research it was hypothesized that L1 use in the classroom does not hinder learning, as many have claimed, but it actually helps learning.

The results showed that in the class where L1 was utilized, the students showed significantly higher interest in class participation. The reason here was the confidence which was the determining factor, and that L1 use helped to foster this confidence. In classrooms if students and teachers share the same mother tongue, there is a tendency for using it in various aspects and activities, especially while clarifying meaning, explaining grammatical examples, correcting the errors and giving instructions. The results of this research can prove that L1 can be a beneficial tool for L2/FL learning and L1 can bring a positive attitude and sense of security to the process of learning English. Research studies have revealed that L1 is not only an efficient learning tool but also a useful teaching method, if pedagogical activities are well designed. L1 may be a cognitive bridge to the FL which helps learners to analyze language and work at a more demanding level than using L2/FL only. Moreover, use of L1 gives insights in to language and it has also been suggested that for maximizing the use of TL it is important to avoid L1 as much as possible. Though the frequent use of L1 has been criticized, yet teachers' cannot overlook the importance of using L1 in FL classes. Obviously, it is more natural to use L1 with students especially who are kids and share it as it is easy and more communicatively effective, to teach a foreign language communication is much important. Parents of the primary level students also expect English will be used by teacher in English class. Above all, using TL all the time could be a reason of embarrassment particularly for shy students. These issues suggest that L1 is crucially important in the process of language teaching and learning.

In short, the findings of the present study revealed that teachers had an acceptable belief in the various pedagogical uses of Bangla (L1) to extend interactions of EFL e.g. explaining meaning

and new vocabulary, illustrating grammatical rules, transmission of lesson content, correcting errors, organizing classrooms and praising and encouraging students. L1 can be a valuable teaching strategy in EFL classrooms for its different functions. Consequently, students' L1 (i.e. Bangla) should not be devalued or underestimated. The idea of total prohibition or avoidance of L1 in EFL classrooms was not supported by most of the primary school teachers by the present study. Qualified and properly trained teachers can play an important role in developing learners English language skills by using L1 properly. So to ensure strong basic knowledge of students teachers should be provided proper training so that they can use mother tongue in an effective way. After reading the report of this small research on the topic "Reasons behind using L1 at primary level in English classes of Bangladeshi English medium schools", I think English teachers obtain sufficient and valid information about why they are using L1 and the benefits of using it in English class. However, if L1 used judiciously, the mother tongue may become a teaching and learning resource which can greatly enhance the acquisition process and encourage learners to focus on similarities and differences between their mother tongue and foreign language.

Limitations:

Any kind of research requires much time. Undoubtedly the issue of Using L1 in L2 classroom needs more rigorous research and much time. For this research the researcher did not get enough time, this was the main obstacle. It was really difficult to observe the classes because teachers usually do not like to be observed during lecture sessions. Moreover, the sample of this research is small as the researcher could not observe more than six classes due to time constraints. So it may not represent the full picture of using L1 in L2 class. More students and teachers are needed to involve getting the write picture. For the students researcher tried to explain each question before asking them to fill up the survey form but it was really hard to conduct the questionnaire survey. Although the researcher prepared a very short questionnaire for the students keeping in mind that they are too young to do that some of them showed very little interest in participating they survey. Again it was not easy for the researcher to take the interview of the students as they were too young, most of them were very indifferent about giving answers of the interview questions. Therefore, the researcher tried to overcome those

limitations and gave full effort to make the research relevant from the point of view of the question raised.

Recommendations:

In the light of the research and survey that has been conducted on the specific issue the following suggestions might be relevant in this context:

- As teachers use L1 to clarify meaning, explaining grammatical terms, while error correction and so on, it can be used as a beneficial tool like other tools for learning second language.
- There should be a balanced use of first language and second language. Here, referring to L1 might be possible in four areas: introducing concepts, reviewing a previous lesson, capturing learners' attention and praising them.
- The teacher should not use L1 because they are not skilled enough in L2 or not well prepared for the class.
- L1 can be used to establish rapport with the students.
- Using first language should not hinder the learning of a second language.
- Finally, further research need to be conducted in this area.

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Appendices

Appendix: A

Questionnaire (Students)

School:	
Class:	
Subject:	
Date:	

1) L1 (Bangla) should be used in the classroom.

Strongly disagree	Disagree	No opinion or uncertain	Agree	Strongly agree
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2) If my instructor uses L1 (Bangla) you feel comfortable.

Strongly disagree	Disagree	No opinion or uncertain	Agree	Strongly agree
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3) L1 (Bangla) helps me to learn better English.

Strongly disagree	Disagree	No opinion or uncertain	Agree	Strongly agree
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4) L1 (Bangla) helps me to understand the instructions clearly.

Strongly disagree	Disagree	No opinion or uncertain	Agree	Strongly agree
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5) When do you think it is appropriate to use L1 (Bangla) in the English class? Why?

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Appendix: B

Interview questions for students:

1. Why do you think it is necessary to use Bangla in English Class?
2. Do you use Bangla while asking questions to the teacher? If so, Why?
3. When do you think it is appropriate to use L1 (Bangla) in the English class?
4. Do you consider Bangla a helpful tool to learn better English?
5. Should your teachers use Bangla when they feel necessity of using it or most of the time?
6. Is there anything else that you want to share about using Bangla in English class?

Interview questions for Teachers

1. What languages do you use in your class?
2. Do you believe L1 (Bangla) in your English class helps learners to learn better English?
3. How often do you think L1 (Bangla) should be used in English classroom?
4. If you think the use of L1 is necessary in the classroom, why?
5. When do you think it is appropriate to use L1 (Bangla) in the English class? How?
6. Do you think there should be a balanced use of b L1 and L2 in English class? If yes give reasons.

Appendix: C

Classroom observation

Date:	Time:	No. of Ss present:	Grade:	Location:
Subject:				
Topic:				
Materials & aid:				

Observation check list

Focus of the lesson: _____

Objectives of the lesson: _____

Materials used: _____

Specific comment

Skills:

Which skill/ skills have been practiced? _____

Which language L1/ L2 did Ss use most? For what purposes? _____

Specific comment

INTERACTION

Instructor questioned at different stages _____

Students asked questions: _____

Which language did the teacher use while giving feedback? : _____

Specific comment

USE OF LANGUAGES IN ERROR CORRECTION:

English: _____

Bangla: _____

The reason behind using English/ Bangla: _____

Specific comment

USE OF ENGLISH IN THE CLASS:

10%----30%

30%----50%

50%----80%

80%---100%

USE OF BANGLA IN THE CLASS:

10%----30%

30%----50%

50%----80%

80%---100%

Specific comment

--

General comment (Strengths and weakness of teaching):

--

Observer Signature: _____

Date: _____

Appendix: D

Views on Use of L1 in L2 class:

Instructor one:

It is absolutely necessary to use English in English class. But when the students are kids it's become challenging using English all the time. Because it is really not expected to see blank faces staring at you. Most of the time I prefer to use English in the class because school authority ask me to do that. Again when I really feel it is essential to use Bangla I use it.

Yes, I think sometimes Bangla in English class helps students to understand meaning of difficult words and class instructions. Sometimes, after giving task I give instruction in L1.

I think Bangla should not be use several times. Otherwise it may hamper L2 learning.

Bangla is necessary for giving instruction and sometimes to clarify meanings. If the students understand the difficult meaning they can have a clear idea about the content and if instructions are also clear they can do the tasks in an appropriate way.

According to me when teacher feels they need to use it the can use it. Otherwise they should pay attention about the overuse of L1 and English should be given more priority.

Instructor two:

In my class I use both Bangla and English. At first I use English then I translate most of the things in Bangla. I prefer Bangla as an essential tool to teach English. It is absolutely a useful device to teach students. The students participate more if the understands everything. Again, young learners feel threatened if teacher uses all the time English. It is necessary to give them a sense of security. I basically use Bangla while giving examples of most of the grammatical terms. I usually try to relate the example with real life that is the reason I mostly use Bangla while giving example or explaining something. I also use Bangla to manage the class. I think there is no specific time of using Bangla. Teacher can use it if they want. There is no harm about using students mother tongue inside the class. I am against of Banning L1 in L2 class.

Instructor three:

I think in English class only English should use. Otherwise it may hinder the learning of new language. As the learners are young I think it is better to use all the time English. Because young age is the most appropriate time to learn a new language. I am not saying L1 is not useful but I prefer not to use it in my class. Again I am committed to my school authority to use always English. The parents of my kids also want me to talk in English all the time. Teachers may use synonyms, relevant examples, body gesture, pictures to let the students understand target language. Additionally, in warm up sessions first language can be used to make students comfortable with the teacher. Again it can be used to manage class.

Instructor four:

In my English class sometimes I use Bangla. I believe a limited use of L1 is useful in L2 class. It is necessary to give students a comfort zone. When students can understand everything they feel the more secure and confident. Although I discourage students to use Bangla but I use Bangla while explain some abstract things. I also correct errors sometimes in Bangla. I usually try not use it frequently but when I feel its need. It is a useful tool to teach English like other tools such as mime, gesture, picture etc.

Instructor five:

I often use Bangla to check whether my students understood my instructions or not. Otherwise I mostly use English in my class. As the students are kids, often they don't understand everything; in that case I translate in to Bangla. I think to manage the class and while giving instructions teachers can use Bangla. But they should not make the students dependent on L1 by using it frequently. Teachers should not use it because they do not have proper English knowledge.